

IDOE Reviewer(s): SF, MC

Alternative Education Program: McDowell Alternative High School

School Corporation: Bartholomew Com. Sch. Corp.

Date: 10/24/08

Contact Person: Andrea Quick

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Alternative Education On-site Monitoring Rubric Document Analysis

Alternative Education Programs will be required to share documentation for each component before or during the site visit. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an 'Unsatisfactory' for any component will be required to submit documentation that the issue has been addressed within 10 business days in order to remain an approved program.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Corporation Support	BOTH of the following: -Board minutes ✓ -Joint Service or Interlocal Agreement (only required if joint program) (n/a) ONE of the following: -School Improvement Plan (SIP) reference to alternative program ✓ -Administrator or Board Representation on Advisory Group -Written statements of support by administrators (letters/emails/staff meeting minutes) ✓	-No minutes -No Joint Service or Interlocal Agreement if joint program -No documentation of support by principal, administrators or board.	-Minutes indicate support -Agreement meets code Requirements. -Documentation of support by individuals able to allocate school resources.		X	-Program was created when principals and school corp. board saw the need for an alternative program. -Board members have come to visit the program; McDowell will be the host site for the board meeting in January. -Students may participate in all extra-curricular activities (as applicable). -Board minutes indicate strong support of alternative education program at McDowell. -Letters of support submitted from school corporation personnel also indicate support for the vision and mission of McDowell. -McDowell is currently written into the high school School Improvement Plan; next year it will write its own.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Community Support	TWO of the following: -Letters of support from community leaders or agencies ✓ -Program brochure listing partners -Advisory Group membership list, agenda, or minutes -Other documentation of community collaboration (newspaper article, agreement letter, etc.) ✓	-No letters of support -No documentation of community support or involvement	-Positive publicity -Documentation of community support or involvement.		X	-Letter of support from YMED indicates strong collaboration with McDowell. -Continuous Improvement Council for McDowell includes parent and community representation. -One article has been in the paper about McDowell. -Program director is looking to pursue more media publicity.
Awareness of Program	ONE of the following: -Program brochure or handbook ✓ -Newspaper article ✓ -Flier, fact sheet, newsletter or Powerpoint presentation -Program website ✓ -Parent meeting agenda	-No item to indicate parents or the community have been informed of the program.	-Items document an attempt to inform parents and/or the community about the options available to support student success.		X	-McDowell has done a variety of activities to involve parents and the community; for example, a mock election was held to which the Mayor came and spoke. -The community has been supportive of the expansion of alternative education (as evidenced by news article and board minutes). -Students do activities to benefit the community—McDowell's Got Talent is being done to benefit United Way, and students will bring in toys to a student concert for the Fireman's Fund. -Program handbook clearly delineates policies. -There is a link to McDowell on BCSC's corporation Website.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Individual Focus	THREE examples of the following: -Completed Individual Service Plans. ✓	-No ISP or incomplete.	-ISPs have all required items and are completed appropriately.		X	-ISPs are completed appropriately and include places to identify student expectations, needs, goals, and the services that will be used to reach goals. ISPs are appropriately signed. -ISPs are completed by the McDowell counselor with the student in the home school. The counselor and the home school share information to complete the ISP. The counselor checks in with students periodically. -ISPs are reviewed and updated periodically.
Alternative Education Components	TWO of the following: -Individual student learning contract, senior project, project-based lesson plans, multidisciplinary course description, computer courseware description, etc. -Mastery learning guidelines or procedures. -Assessment instruments -Service learning projects -Life skills curriculum -Behavior plan ✓ -Mentoring documents or sign-in sheets -Counselor log, agency referrals or home visit records. ✓ -List of agencies used for support and referral services.	-Instructional strategies same as traditional school (no evidence of alternative instructional strategies) -Options and approaches are the same as the traditional school -No or inadequate system for student support services or referral to community services	-Evidence of student choice or experiential instructional strategies. -Evidence of non-traditional options. -Evidence of strategies to increase engagement. -Evidence that assess individual skills (NWEA, TABE, etc). -Evidence support and referral services are available.		X	-Student input is generated through student participation on Continuous Improvement Council (CIC). Additional student involvement components are being formalized. -Student input is obtained through a student survey administered by McDowell. -Students have created and led event days and talent competition. -Referrals to the school social worker are provided through teachers and the counselor. -Students can obtain one year's worth of credits in a semester. Students can also obtain credits through work. -PLATO is available for independent study on an

						<p>individual basis; students also have the opportunity to return to the sending high school for elective credits.</p> <p>-Childcare vouchers are available through Y-MED.</p> <p>-A full-time counselor is on staff to provide support to students.</p> <p>-McDowell staff are using and being trained in Positive Behavioral Support (used throughout the corporation), and a student representative is on the team.</p>
Learning environment	<p>ONE of the following:</p> <p>-Professional development plan for staff ✓</p> <p>-Staff meeting agenda ✓</p> <p>-SIP for alt. program</p> <p>-Youth voice documentation (Student Council or family meeting agendas, student surveys, Advisor/advisee topics, etc.) ✓</p>	<p>-No plan for staff development</p> <p>-No student survey or negative response</p> <p>-No way for staff/students to discuss issues.</p> <p>-No opportunity for student input</p>	<p>-Professional development plan</p> <p>-Regular staff meetings</p> <p>-SIP for alt. ed. program</p> <p>-Evidence of opportunity for student input</p>		X	<p>-Staff meetings are held periodically; there are also plans to formalize an advisory system and institute informal luncheon meetings.</p> <p>-Staff participate in professional development opportunities through the school corporation.</p> <p>-Student survey is used to obtain input from students.</p> <p>-Each teacher has a professional growth plan.</p> <p>-Location of the school is convenient; remodeled space with proximity to adult education and other resources.</p> <p>-McDowell has a Continuous Improvement Committee that includes input from parents and students.</p>

On-site Monitoring Observation Components

During the site visit, IDOE personnel will visit classrooms to observe lessons being provided. IDOE reviewers will be looking to see that actual instruction and programming matches descriptions provided in the grant application; that students are engaged and spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a score of 1-4 points for each component. Programs receiving a score of 1 (Below Standard) or 2 (Approaching Standard) on any component will be required to address deficiencies prior to a second site visit that will occur within 90 days or the program may be removed from the approved program list.

Teacher Observed: English (Ms. F.); Math (Ms. N.); Social Studies (Ms. H.)

Teacher:Student Ratio at Observation 1:6; 1:10; 1:14
(Teacher=1 Aide=.33)

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Programming matches description in grant application.			X		As described in the application, core academic courses are provided and are teacher-led (by licensed teachers). Students may also return to their sending high school for additional electives in the afternoon. Senior projects are completed and are overseen by a licensed teacher. Students were provided with some hands-on, contextualized, and individualized instruction. In two of the rooms observed, students sat at round tables which facilitated group discussion. Students were provided a lot of opportunity to give input to lessons. In the English lesson, additional life skills (goal-setting) was embedded in the curriculum. The math class was individualized in that students worked independently and the teacher worked with them. In other math classes, the teacher provided hands-on experience with math concepts.
Instruction is clear and incorporates multiple strategies.			X		Teachers in all classes observed incorporated multiple strategies to engage students. One teacher used a variety of technology resources, asked probing questions of students, and facilitated student-led presentations. In another classroom, the teacher worked with students through a journaling exercise that was tied to success and goal-setting. In addition, the students had the opportunity to participate in Book Buddies, in which McDowell students tutored 2 nd graders in reading. Students also had presented on Shakespeare to the nearby elementary school, and the students had the opportunity to create a school news magazine, McDowell News. Students in the class were working on figuring out topics to write on; the topics are student-led. In the math classroom, instruction was highly differentiated and individualized, as students were working on a variety of math subjects. The TABE test is used to identify math level. The teacher also uses a hands-on curriculum for Geometry.
Students appear engaged.			X		In all classrooms, students were highly engaged in the lessons. Discussion was facilitated and encouraged by the instructors (where appropriate), or individualized instruction was provided, and the students appeared interested in what they were working on or the topic at hand. Students interacted well with the teachers and with one another.

Location supports a positive learning environment.			X		Students appeared to feel very comfortable in the environment, and the teachers appeared to have created an environment in which students felt comfortable sharing and participating. The rooms were bright and quiet; many were decorated with student artwork, posters, etc. A number of technology resources were available in each room.
Teachers appear knowledgeable and caring.				X	Teachers (and all school staff) appear to have developed a strong rapport with students, and they seemed familiar with student needs. Teachers implemented a variety of instructional strategies to promote student engagement. Teachers interacted well with students, which in turn led to students appearing to feel confident sharing information, answering questions, and participating in class. Students were encouraged to speak up and participate; despite frequent questions and student participation, all classrooms remained orderly and well-managed and conducive to learning.

Compliance Components

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted at least 1 week prior to the site visit about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

Compliance Issues	DOCUMENTATION	COMMENTS	C	N-C
Student Eligibility	-Entrance/Exit Criteria and process ✓ -DOE-AL Spreadsheet maintained ✓	-McDowell serves students who may not have been successful in the traditional setting. High schools have a priority list. At one high school, a team of people at the high school creates the list and determines priority, then the McDowell counselor meets with students and parents. At the other high school, guidance directors and counselors identify students through the priority list and then students and parents meet with the McDowell counselor. -McDowell has a “what parents need to know” document that explains McDowell and the intake process. -DOE-AL spreadsheet is maintained.	X	
Staff Qualifications	-License for teachers or HOUSSE documentation ✓	-Licensure documentation provided from ASAP for all staff.	X	
Health and safety	-Fire Marshall/Dept. of Health documentation (if location is not part of the school corporation) ✓	-Building was inspected this year. Fire drill log was provided.	X	
Financial	-Statement from financial officer that corporation is meeting the required 1/3 match and that alternative education funds are deposited in Fund 190 Receipt Acct. 3211 ✓	-Budget and letter were provided.	X	
Time/Year	-Daily Schedule ✓ -School Calendar (only if different from the corporation) ✓	-Operates on 180-day, 5-day per week calendar; students attend McDowell in the morning and in the afternoon can do a job (may be for credit), vocational education, career exploration, or return to the high school for elective credits.	X	